



At Strathmore Infant and Nursery School we believe that every child is a writer. We are passionate about developing every child's knowledge, motivation and confidence in their writing. We have chosen HFL Education's **ESSENTIALWRITING** as the basis of our writing curriculum for years 1-2. This is an ambitious and progressive writing scheme which provides our children with opportunities and tools to write for a range of specific purposes and authentic audiences. As a result, our children feel inspired and ready to write high-write in their own lives.

Writing Purpose		Years 1 & 2
To entertain		✓
To inform		✓

Each year group has 13-16 teaching units, all of which use diverse and high-quality literature as good examples of writing craft and to help to motivate or inspire children to write.

ESSENTIALWRITING is fully aligned with the National Curriculum for English including writing composition, vocabulary, grammar & punctuation for each year group. Each writing unit is progressively structured and centred around the different writing purposes: to entertain; to inform; to persuade and to discuss. The writing purposes are also progressively sequenced across the school (see *table, left*).

Genres are studied across each year group as follows:

	Write to entertain	Write to inform	Write to persuade	Write to discuss
Year 1	Storyboard Short picture book Fairy tale /Traditional tale Short story Poetry	Lists, labels and captions Instructions Recipe Rules Letter Recount Explanation		
Year 2	Picture book Short story Narrative based on real experiences Fairy tale/ Traditional tale Poetry	Instructions Letter Postcard Recount (inc. real events) Simple non-chronological report		


















Follow this link to access the statutory content of the English objectives within the National Curriculum: [English programmes of study: key stages 1 and 2 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk). The information below outlines our approach to the teaching of writing in each year group, which encompasses the teaching of the statutory content as outlined within the National Curriculum for writing for key stage one Year 1 – Year 2).

Alongside **ESSENTIALWRITING**, at Strathmore, we have adopted Little Wandle as the basis of our spelling curriculum. **ESSENTIALWRITING** supports our children to apply this learning in context and build their spelling confidence. Writing models reflect age-appropriate spelling objectives and children are taught how to monitor the accuracy of their writing. Handwriting is also taught. We have also adopted Letterjoin to ensure that every child gains sufficient fluency for writing, with knowledge of accurate letter formation and how to join letters so that they can meet the National Curriculum expectations for each key stage.

Year ONE

In Year 1, the children are always encouraged to write for an authentic audience and are introduced to the concept of writing to entertain and to inform their readers. Alongside their growing knowledge of how sounds are represented in writing (grapheme-phoneme correspondence, or GPCs), the children learn how to use this knowledge to write a wider range of vocabulary to support their own compositions. Simple sentence structure is emphasised, along with use of spaces between words, capital letters and full stops, to help the reader know where one idea ends and another begins. The children will also start to extend the range of punctuation applied by using question marks and exclamation marks in their writing. They will become familiar with a range of genres, such as narratives, recipes, letters and explanations, and enjoy playing with language whilst writing their own poetry.

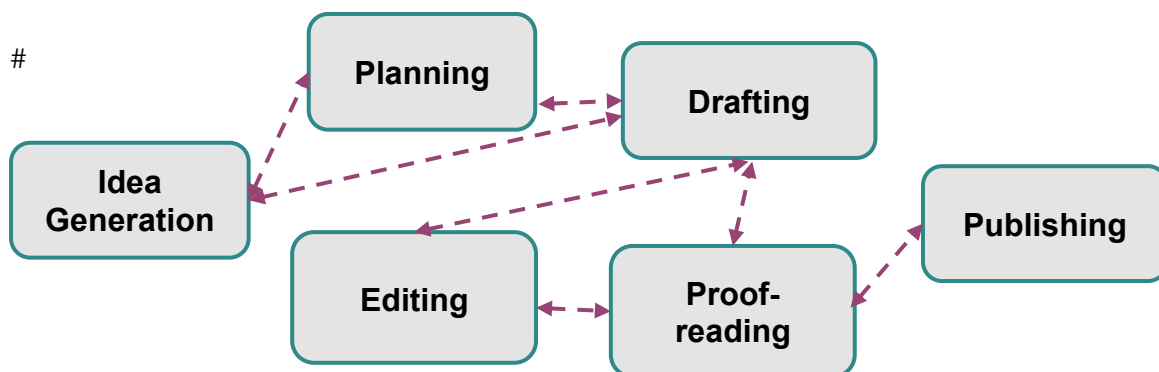
Autumn					Spring					Summer				
Labels, lists and captions	Narrative	Poetry	Recipes	Narrative	Narrative	Rules & recount	Poetry	Narrative	Poetry	Letters	Poetry	Narrative	Explanation	Narrative
														
A range of labels, captions leading to a short list of instructions	A short scene, imagining an event arising from a well-loved story	List poems to describe a colour	A range of recipes to be used in their own class celebration or party	A retelling of a variety of traditional tales and the children's own original version	A short narrative inspired by a well-loved story	A set of rules for being a good classmate or friend; a recount about a real event	A playful poem using rhyme with nonsense words	A short narrative focusing on introducing characters and sequencing events in a story	Performance poetry, experimenting with sounds, rhyme & rhythm	A range of letters about themselves and their interests	A free verse poem based on likes and dislikes	An original story, told in the form of a traditional tale	An explanation of the life cycle of an imaginary bug	A narrative focusing on development of a simple plot



Year TWO

In Year 2, the children build upon their understanding of writing to inform and to entertain their audience. Use of sentence structure is consolidated further, and the children are taught how to join their ideas to create greater variety and interest for the reader. Punctuation to demarcate sentences is regularly taught and reviewed, and the children are introduced to using a comma to separate items in a list and apostrophes to show where letters are missing (contraction) or singular possession. A range of wider vocabulary is taught and encouraged within the children's writing, to support more detailed description, along with the use of adjectives and adverbs to add detail to nouns and verbs. Children in Year 2 are taught about a wider range of genres to suit their writing purpose, such as a non-chronological report and instructions when writing to inform. To support their understanding of how to entertain their reader, they are also taught about some figurative language techniques, such as the use of simile and alliteration.

Autumn					Spring				Summer				
Narrative	Instructions	Poetry	Narrative	Letters, postcards	Narrative	Non-Chronological Report	Narrative	Poetry	Narrative	Instructions	Recount	Narrative	Poetry
A short scene, imagining an alternative event arising from a well-loved story	A set of instructions outlining what is needed to be a good friend	A range of list poems about a range of topics, such as the seasons and questions that they want to know the answers to	A short narrative, based on a real journey around the local area	A range of letters and postcards to chosen friends and family members	A narrative based on the events of a well-loved fairy tale	An informational report, based on an animal of their choice	A narrative focusing on the use of character and developing dialogue through speech bubbles	A range of free verse poems, focusing on the use of simile	A narrative using real and imagined events to create an interesting plot	A set of instructions for an imagined event or activity	A recount about an important moment in their own lives	A short story revolving around the actions and adventures of a central superhero character	A range of free verse poems, focusing on the use of alliteration



In **ESSENTIALWRITING** lessons, the stages of the writing process are given dedicated teaching time to enable all children to behave as writers. They learn about these vital stages of writing and, within key stage one, they are given time to collect their ideas, plan and compose their writing orally before writing. They are given regular opportunities to share their writing by reading and rereading it aloud. Children regularly discuss what they have written with their teacher and their peers to ensure their meaning is clear. They are taught to proof-read to make corrections in spelling, grammar and punctuation so that their readers can follow their writing with clarity. Vitality, within all writing units, the children are given time to publish their writing to share it and celebrate their success with their intended audience.